

Are students prepared for clinical rotations, and how will this change with the new curriculum?

Aims

- Compare old and new curricula
- Develop methods for further research
- Informing ongoing curriculum development



Method

With appropriate ethics approval

Student evaluation:

- Recall MCQ test
- Questionnaire
- Case-based seminar

Staff evaluation:

- Focus group
- “Post-it” wall

“BLACK MONDAY”

EVALUATING ROTATION READINESS IN FINAL YEAR VET STUDENTS

Karen Noble, Fay Penrose, Alison Reid
Veterinary Preclinical Sciences, School of Veterinary Science, University of Liverpool, UK.

Students on Day 1 Rotations

Common concerns:

- Won’t know enough
- Don’t know what to expect
- Afraid of being ridiculed
- Lack experience in certain species (horses and farm)



MCQ: average 51%

What would have helped?

- A day in the life of a final year
- Improved induction system
- More clinical skills training
- More consulting practice

Common issues:

- Applying knowledge
- Confidence and communication skills
- Prioritising and decision making
- Basic husbandry – farm/equine
- Unfamiliarity of small group teaching

Staff on Day 1 Rotation Students



QUESTION:
What is
your
diagnosis?

Well it could be
• E.coli mastitis
• Nerve damage
• Metritis
• Milk fever
• fractured leg
• Dislocated hip....



Poor at making decisions

Reflection:

- Students on the traditional curriculum lack confidence and team-working ability
- Knowledge is good but application and decision-making appears poor
- Practical confidence and ability is lacking
- The new curriculum aims to improve these factors
- Research will continue to track any changes in the new curriculum rotation students

The Future...

Feedback from staff & students has clear value in curriculum evaluation. We plan to continue and extend this pilot study over the next 4 years to monitor and inform changes in the Liverpool curriculum by:

- Assessing clinical skills ability
- Assessing approach to cases
- Wider analysis of staff perceptions